DOCUMENT RESUME

ED 329 319 JC 910 158

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TITLE Building a Global Community: International Perspectives on Community College Education.
PUB DATE 21 Jun 90
NOTE 17p.; Paper presented at the 1990 Community College Leadership Institute of the League for Innovation in Community Colleges (Raleigh, NC, June 21, 1990).
PUB TYPE Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Speeches/Conference Papers (150)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *College Role; Community Colleges; Cultural Awareness; Institutional Mission; Intergroup Education; *International Communication; *International Educational Exchange; *Multicultural Education; *Student Exchange Programs; *Study Abroad; Two Year Colleges

ABSTRACT

In the face of near-instantaneous global communication and the increased interdependence of nations, community colleges must seek to move beyond their tendency to serve only local needs and recognize the important role they must play in educating members of the international world community. The move to internationalize community colleges began in the 1970's and gained momentum during the 1980's. It has resulted in the development of statewide, regional, and national consortia promoting different aspects of international education. Among the activities in which community colleges can become involved are student study abroad programs, student exchange programs, and intercultural and area studies courses and programs. The International/Intercultural Consortium (I/IC), established by the American Association of Community and Junior Colleges in 1976, serves as a clearinghouse for international education information and holds yearly conferences aimed at sensitizing community college staff to the international dimension. Promoting study abroad programs requires careful counseling of students to help them overcome the common misconceptions they often have about such programs (e.g., the belief that they must be fluent in a foreign language, or that they will not receive credit at home for work done abroad). If a community college is to have an effective international education program, it must enlist strong support from the administration and governing board, must develop avenues for the involvement of interested faculty, and must solicit the participation of community advisory support groups. (GFW)

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# Building A Global Community:

# International Perspectives on Community College Education

Richard K. Greenfield

College Consortium for International Studies

presented at the

1990 Community College Leadership Institute

Raleigh, North Carolina

June 21, 1990

JC 910 158

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BUILDING A GLOBAL COMMUNITY:

INTERNATIONAL PERSPECTIVES ON COMMUNITY COLLEGE EDUCATION

presented at the

1990 Community College Leadership Institute

RALEIGH, NC

June 21, 1990

SHOULD STUDY ABROAD AND OTHER FACETS OF INTERNATIONAL EDUCATION BE INCLUDED IN THE MISSION STATEMENTS OF COMMUNITY COLLEGES? GIVEN THE REALITY OF THE EXPANSION OF THE MEANING OF THE TERM "COMMUNITY" FROM A LOCAL, OR AT THE MOST, REGIONAL ONE TO THE GLOBAL VILLAGE, CAN A COMMUNITY COLLEGE REALLY AFFORD NOT TO DO SO ?

THE ACCELERATING PACE OF TECHNOLOGICAL AND ECONOMIC CHANGE IS CONTINUING TO SHRINK OUR WORLD AT A RATE WHICH MOST OF US FAIL TO COMPREHEND. THE RELATIVE EASE OF TRAVEL AND NEAR-INSTANTANEOUS WORLD TELECOMMUNICATION SYSTEMS, COUPLED WITH THE DEVELOPMENT OF AN INTERDEPENDENT WORLD ECONOMY, HAVE HEIGHTENED AN AWARENESS OF THE NEED FOR POLITICAL ACCOMMODATION BASED UPON MUTUAL APPRECIATION OF POLITICAL, SOCIAL, LINGUISTIC AND SOCIAL DIFFERENCES. IN TURN, THESE DEVELOPMENTS HAVE CHALLENGED OUR EDUCATION SYSTEMS TO ADAPT TO A "ONE WORLD" ENVIRONMENT.

DESPITE THE REALITY OF WORLD INTERDEPENDENCE, IT IS EXTREMELY DIFFICULT FOR THE AVERAGE PERSON TO THINK IN GLOBAL TERMS, SINCE SO MUCH OF LIFE IS

QUITE LOCALIZED. SIMILARLY, THE COMMUNITY COLLEGES HAVE BEEN CONCENTRATING ON DELIVERING SERVICES TO MEET THE NEEDS OF LOCAL OR REGIONAL COMMUNITIES FOR DECADES. THIS LOCALIZED STRENGTH OF THE TYPICAL COMMUNITY COLLEGE IS ALSO A WEAKNESS, FOR SOMETIMES IT STANDS IN THE WAY AS A PSYCHOLOGICAL BARRIER TO EXPANDING THE HORIZONS OF THE LEADERSHIP GROUPS OF SPONSORING COMMUNITIES AS WELL AS TRUSTEES, STAFF AND STUDENTS. CONTINUING TO STRESS SERVICE IN RESPONSE TO LOCAL NEEDS, IN THE FACE OF THE NEED FOR FLEXIBILITY, MOBILITY OF POPULATION AND WORLD ECONOMIC/ECOLOGICAL/POLITICAL INTERDEPENDENCE, WILL BE COUNTERPRODUCTIVE IN THE LONG RUN. TODAY, OUR "VILLAGE" IS TRULY GLOBAL IN A VERY REAL SENSE.

HENCE, THE "COMMUNITY" IN OUR TITLE FOR OUR INSTITUTIONS, WHICH USED TO MEAN OUR LOCALIZED SUPPORT AREA OR REGION, NOW MUST MEAN THE INTERNATIONAL COMMUNITY.

THIS INCREASED AWARENESS AND CONCERN OVER EXPANDING THE HORIZON OF THE "LOCAL" COMMUNITY COLLEGE TO EMBRACE THE GLOBAL VILLAGE IS GROUNDED IN THE REALITY OF AN EMERGING WORLD-WIDE ECONOMY, WITH ACCOMPANYING SOCIO-POLITICAL COMPLEXITIES. OUR GREAT STRENGTH AS LOCAL COMMUNITY-BASED INSTITUTIONS CANNOT OBSCURE THE FACT THAT THE HEALTH OF ALL COMMUNITIES IS BOUND UP IN THE WELFARE OF THE ENTIRE GLOBE.

MOST PRACTITIONERS IN THE FIELD OF INTERNATIONAL EDUCATION AGREE THAT THE LEVEL OF INTEREST AND ATTENTION TO VARIOUS FACETS, SUCH AS STUDY ABROAD, STUDENT AND FACULTY EXCHANGES WITH NON-AMERICAN INSTITUTIONS, FOREIGN TECHNICAL ASSISTANCE PROGRAMS, RECEIVING FOREIGN STUDENTS AND INTERCULTURAL EDUCATION HAVE EXPANDED AT AN ACCELERATING PACE DURING THE LAST TWO DECADES. DESPITE THIS HEIGHTENED INTEREST AND ACTIVITY, THERE IS LITTLE "HARD DATA" BEING COLLECTED ON A SYSTEMATIC BASIS, BY COLLEGES OR GOVERNMENTAL AGENCIES. AS A RESULT, INFORMATION ON SUCH OBVIOUS ITEMS AS THE NUMBER OF AMERICAN STUDENTS STUDYING ABROAD IS DIFFICULT TO COME BY.

THERE IS A SPECIAL CHALLENGE FOR COMMUNITY COLLEGES AND SMALL TO MODERATE-SIZED PUBLIC AND PRIVATE BACCALAUREATE DEGREE-GRANTING INSTITUTIONS IN TRYING TO MOVE FROM RHETORIC AND GENERAL INTEREST TO A PRACTICAL, EFFECTIVE INTERNATIONAL EDUCATION PROGRAM WHICH IS AVAILABLE FOR MORE THAT A FEW STUDENTS OR AN OCCASIONAL FACULTY MEMBER. A COLLEGE CAN OFFER REASONABLY EFFECTIVE PROGRAMS, INCLUDING STUDY ABROAD OPTIONS, WITHOUT HAVING TO "REDISCOVER THE WHEEL", IF IT SETS ITS MIND TO IT.

IN THE RECENT AACJC REPORT OF THE COMMISSION ON THE FUTURE OF COMMUNITY COLLEGES (TITLED BUILDING COMMUNITIES - A VISION FOR NEW CENTURY), THE COMMISSION VOICES A FAMILIAR CONCERN: " ... WE WERE FORCED TO CONCLUDE THAT AMERICANS REMAIN SHOCKINGLY IGNORANT ABOUT THE HERITAGE OF OTHER NATIONS .... WHILE SOME STUDENTS HAVE A GLOBAL PERSPECTIVE, THE MAJORITY, ALTHOUGH VAGUELY CONCERNED, ARE INADEQUATELY INFORMED ABOUT THE INTERDEPENDENT WORLD IN WHICH

THEY LIVE. STUDENTS LIVING IN THE TWENTY-FIRST CENTURY WILL CONFRONT DAILY THE REALITY OF AN INTERDEPENDENT WORLD. THEREFORE, WE STRONGLY URGE THAT THE GENERAL EDUCATION SEQUENCE PROVIDE STUDENTS WITH AN UNDERSTANDING OF CULTURES OTHER THAN THEIR OWN" (p18)

THE "BUILDING COMMUNITIES" REPORT STRESSES THE NEED FOR OUR TECHNICAL PROGRAMS TO TAKE THE GLOBAL NATURE OF BUSINESS AND INDUSTRY INTO ACCOUNT IN ORDER TO AVOID THE DANGER OF STUDENT'S SKILLS BECOMING OBSOLETE.
IN THE 1950'S AND 1960'S THE MAJOR FOUNDATIONS AND THE U.S. GOVERNMENT MADE EXTENSIVE GRANTS TO UNIVERSITIES TO BUILD AREA STUDIES PROGRAMS AND TO MOVE INTO TECHNICAL ASSISTANCE ABROAD ACTIVITIES, BUT PRACTICALLY NONE OF THIS MONEY WENT TO TWO-YEAR COLLEGES. FOR ALL PRACTICAL PURPOSES, COMMUNITY COLLEGES WERE IGNORED BY THE GOVERNMENT AND MAJOR PUBLICATIONS CONCERNING INTERNATIONAL EDUCATION DURING THESE POST WORLD WAR II DECADES.

BEGINNING IN THE 1970'S, THE HORIZON OF AT LEAST SOME COMMUNITY COLLEGES AND THE NATIONAL LEADERSHIP BROADENED. EDMUND GLEAZER, THEN HEAD OF THE AACJC, AND OTHERS URGED THE COMMUNITY COLLEGES TO BECOME INVOLVED INTERNATIONALLY. IN 1971, THE AACJC ESTABLISHED AN OFFICE OF INTERNATIONAL PROGRAMS, AND IN 1976 IT ESTABLISHED THE INTERNATIONAL/INTERCULTURAL CONSORTIUM (I/IC) TO SERVE AS A CLEARINGHOUSE AND NATIONAL FOCAL POINT IN COMMUNITY COLLEGE INTERNATIONAL EDUCATION. THE DEVELOPMENT OF STATEWIDE, REGIONAL AND NATIONAL CONSORTIUMS TO PROMOTE ONE OR MORE FACETS OF

INTERNATIONAL EDUCATION GAVE FURTHER EVIDENCE OF THE GROWING INTEREST AND ACTIVITY IN THE FIELD. THIS INTEREST AND ACTIVITY HAS BECOME MORE PRONOUNCED IN THE DECADE OF THE 80'S.

CURRENTLY, COMMUNITY COLLEGES MAY BE INVOLVED IN ONE OR MORE OF ANY OF THESE ASPECTS OF INTERNATIONAL/INTERCULTURAL EDUCATION:

1. STUDENT'S STUDY ABROAD PROGRAMS FOR A SEMESTER, INTERSESSION OR SUMMER;
2. MINI-STUDY TOURS
3. STUDENT EXCHANGE PROGRAMS
4. FACULTY EXCHANGE PROGRAMS
5. ORGANIZED SUPPORT PROGRAMS FOR FOREIGN STUDENTS ON CAMPUS
6. ENGLISH AS A SECOND LANGUAGE PROGRAMS
7. INTERCULTURAL AND AREA STUDIES COURSES AND PROGRAMS
8. INTERNATIONALIZING LIBERAL ARTS, HUMANITIES AND BUSINESS CURRICULUMS;
9. CAMPUS/COMMUNITY PROGRAM ACTIVITIES WITH AN INTERNATIONAL EMPHASIS;
10. CONSULTATION OR SUPPORT SERVICES FOR FOREIGN INSTITUTIONS OR COUNTRIES, PARTICULARLY IN DEVELOPING TECHNICAL PROGRAMS OR COMMUNITY COLLEGES COUNTERPARTS;
11. FACILITATING STAFF PARTICIPATION IN OVERSEAS PROFESSIONAL DEVELOPMENT SEMINARS AND
12. PARTICIPATION IN REGIONAL, STATE AND/OR NATIONAL CONSORTIA FOCUSSED ON INTERNATIONAL EDUCATION.

VARIOUS CONSORTIUMS EMPHASIZE DIFFERENT ASPECTS OF THE SPECTRUM OF INTERNATIONAL EDUCATION. THE I/IC OF THE AACJC SERVES ESSENTIALLY AS A CLEARINGHOUSE OF INFORMATION AND AS A NATIONAL FORUM FOR INTERNATIONAL EDUCATION. THERE ARE VARIOUS STATE AND REGIONAL GROUPS WHICH COLLECTIVELY MAY OFFER STUDY ABROAD PROGRAMS OR INTERSESSION COURSES OVERSEAS, AS WELL AS SUMMER STUDY/TRAVEL PROGRAMS. THE COMMUNITY COLLEGES FOR INTERNATIONAL DEVELOPMENT (CCID) IS A NATIONAL GROUP OF COMMUNITY COLLEGES STRESSING TECHNICAL AND DEVELOPMENT SERVICES TO UNDERDEVELOPED (AND NOT SO UNDERDEVELOPED) COUNTRIES.

THE EXPANDING ROLE OF THE INTERNATIONAL/INTERCULTURAL CONSORTIUM OF THE AACJC, WITH ITS YEARLY CONFERENCE PRECEDING THE ANNUAL ASSOCIATION CONVENTION, IS FURTHER EVIDENCE OF CONCERN ON THE PART OF THE NATIONAL LEADERSHIP OVER THE NEED TO SENSITIZE COMMUNITY COLLEGE STAFFS TO THE SIGNIFICANCE OF THE INTERNATIONAL DIMENSION. INDEED, THE 1990 CONVENTION DEVOTED ITS ENTIRE PROCEEDINGS TO THE THEME OF "THINKING GLOBALLY, SERVING LOCALLY"

THE COLLEGE CONSORTIUM FOR INTERNATIONAL STUDIES (CCIS), WITH WHICH I AM CONNECTED, IS UNUSUAL IN THAT ITS MEMBERSHIP OF ABOUT 180 CAMPUSES CONSISTS OF BOTH 2-YEAR AND 4-YEAR, AND BOTH PUBLIC AND PRIVATE INSTITUTIONS. APPROXIMATELY TWO-THIRDS ARE COMMUNITY COLLEGES, INCLUDING DISTRICTS SUCH AS MIAMI-DADE, DALLAS AND MARICOPA (PHOENIX) AND STATE SYSTEMS SUCH AS KANSAS, MISSOURI AND MINNESOTA. THE CCIS HAS TWO BASIC MISSIONS:

(1) TO PROVIDE THROUGH SPONSORING MEMBER COLLEGES, A WIDE VARIETY OF SUMMER, SEMESTER AND ACADEMIC YEAR STUDY ABROAD PROGRAMS FOR UNDERGRADUATES. ANY MEMBER COLLEGE MAY ENROLL ANY STUDENT IN ANY PROGRAM. CURRENTLY, THESE RELATIVELY LOW COST, HIGH QUALITY PROGRAMS ARE OFFERED IN 18 COUNTRIES, INCLUDING MOST OF WESTERN EUROPE, PLUS GREECE, ISRAEL, CHINA, MEXICO, JAMAICA, COLOMBIA AND ECUADOR.

AND

(2) TO PROVIDE OVERSEAS PROFESSIONAL DEVELOPMENT SEMINARS OF 7 TO 10 DAYS IN LENGTH FOR FACULTY AND STAFF TO STIMULATE AWARENESS AND SUPPORT FOR STUDY ABROAD PROGRAMS, A GREATER APPRECIATION OF OTHER EDUCATIONAL SYSTEMS AND CULTURAL OFFERINGS AND GREATER KNOWLEDGE ABOUT SPECIFIC INTERNATIONAL PROBLEMS AND CONCERNS. OUR 1989 SERIES INCLUDED PROGRAMS ON THE EEC IN BRUSSELS IN MAY, SCOTTISH EDUCATION IN EDINBURGH IN JULY AND AUGUST, FRENCH EDUCATION AND CULTURE IN AIX EN PROVENCE IN LATE SEPTEMBER, AND ITALIAN EDUCATION AND CULTURE IN ROME AND FLORENCE IN EARLY NOVEMBER. TYPICALLY @ 15 TO 20 STAFF MEMBERS ATTEND SEMINARS. AS A CONTRIBUTION TO THE FIELD, WE LAUNCHED A PUBLICATION SERIES BASED ON THESE FACULTY SEMINARS - THE FIRST BEING BASED ON A 1985 SEMINAR IN HEIDELBERG UNDER THE TITLE OF <u>VOCATIONAL AND GENERAL EDUCATION IN WESTERN INDUSTRIAL SOCIETIES.</u>

AT THIS POINT, MY DISCUSSION WILL CONCENTRATE ON A FEW ASPECTS OF INTERNATIONAL EDUCATION PROGRAMS - STUDY ABROAD AND INTERNATIONALIZING THE CURRICULUM.

AN EXCELLENT ANALYSIS OF ONE OF THE TRADITIONAL AND DOMINANT ACTIVITIES OF INTERNATIONAL EDUCATION - STUDENT STUDY ABROAD PROGRAMS - IS PRESENTED IN GOODWIN AND NACHT'S LITTLE BOOK "ABROAD AND BEYOND - PATTERNS IN AMERICAN OVERSEAS EDUCATION. SPONSORED BY THE INSTITUTE FOR INTERNATIONAL EDUCATION AND PUBLISHED JUST LAST YEAR, IT EXAMINES THE BROAD RANGE OF POLICIES AND PROGRAMS FOR AMERICAN STUDENTS VENTURING OVERSEAS. THE AUTHORS FOUND A LONG LIST OF EDUCATIONAL, SOCIAL, INSTITUTIONAL AND ADMINISTRATIVE GOALS OR PURPOSES FOR STUDY ABROAD AND A VARIETY OF WAYS IN WHICH THEY ARE CARRIED OUT. A KEY POINT THEY MAKE IS " -- PROGRAMS OF STUDY ABROAD WILL ALMOST CERTAINLY FAIL IF THEIR PARTICULAR GOALS ARE NOT SPECIFIED CAREFULLY AND KEPT CLEARLY IN MIND BY THEIR OPERATORS".

GIVEN THE EGALITARIAN PHILOSOPHY OF THE COMMUNITY COLLEGE, THE HISTORICAL AND TRADITIONAL EDUCATIONAL AND SOCIAL GOALS FOR OVERSEAS STUDY OF THE "FINISHING SCHOOL" AND THE BROADENING OF THE INTELLECTUAL ELITE ARE NOT OF ANY APPEAL TO US. HOWEVER, THE IDEA OF OFFERING SOME EXPOSURE TO A FOREIGN ENVIRONMENT FOR AT LEAST SOME OF OUR STUDENTS IN ORDER TO EXTEND HORIZONS AND TO PROVIDE AN OPPORTUNITY FOR A PERSONAL METAMORPHOSIS SHOULD NOT BE DISMISSED LIGHTLY. NOR ARE THE GOALS OF EXPLORATION OF ROOTS, DEVELOPING MORE FLUENCY IN A FOREIGN LANGUAGE, USING A FOREIGN COUNTRY OR COUNTRIES AS A LABORATORY FOR STUDENTS IN ART, ARCHITECTURE, INTERNATIONAL

BUSINESS AND OTHER SUBJECTS, OR LEARNING FROM FOREIGN TEACHERS OUTSIDE THE KEN, OF REASONABLE OBJECTIVES FOR A SMALL, BUT SIGNIFICANT NUMBER OF OUR STUDENTS WHO MAY HAVE THE FUNDS, TIME AND INTELLECTUAL CURIOSITY TO TAKE ADVANTAGE OF OPPORTUNITIES FOR STUDY ABROAD. INCIDENTALLY, STUDENTS WHO ENROLL IN AMERICAN COLLEGES FOR OVERSEAS STUDY REMAIN ELIGIBLE FOR FINANCIAL AID.

ANYONE WHO HAS BEEN INVOLVED IN ADVISING STUDENTS INTERESTED IN STUDYING ABROAD RUNS INTO SEVERAL MISCONCEPTIONS WHICH STUDENTS HAVE ABOUT STUDY-ABROAD PROGRAMS. FIRST, MANY THINK THAT YOU MUST BE FLUENT IN A FOREIGN LANGUAGE IN ORDER TO STUDY IN A NATION WHERE THE PRIMARY LANGUAGE IS NOT ENGLISH. THIS MAY ACCOUNT FOR THE POPULARITY OF STUDY ABROAD PROGRAMS IN THE BRITISH ISLES. THIS PRECONCEPTION IS VALID FOR FOREIGN-LANGUAGE MAJORS AND IS BASED UPON THE HISTORICAL MODEL OF THE JUNIOR YEAR ABROAD, BUT THE FACT IS THAT MANY OVERSEAS PROGRAMS INCLUDE COURSEWORK OFFERED IN ENGLISH FOR STUDENTS WHO LACK THE APPROPRIATE LANGUAGE FLUENCY. THE MOST OBVIOUS EXAMPLE OF THIS IS WHERE BLOCS OF AMERICAN STUDENTS GO ABROAD WITH FACULTY FROM THEIR COLLEGE OR COLLEGES AND STUDY COURSES PARALLEL TO THOSE THEY WOULD TAKE AT HOME, PERHAPS WITH SOME LOCALIZED "TWISTS" OR ADAPTIONS. THE CCIS PROGRAMS, OTHER THAN THOSE IN ENGLAND, SCOTLAND AND IRELAND CALL FOR STUDENTS TO STUDY THE APPROPRIATE LANGUAGE (WHERE PROGRESS IS DOUBLE THE STATESIDE RATE) WHILE TAKING THE BALANCE OF THEIR COURSES IN ENGLISH, TAUGHT BY BI-LINGUAL NATIVE FACULTY FROM HOST INSTITUTIONS. WITHOUT SUCH PROGRAMS, WE

WOULD ELIMINATE ABOUT 95% OF AMERICAN STUDENTS, DUE TO OUR WOEFUL TRACK RECORD IN FOREIGN LANGUAGE INSTRUCTION. OR COURSE, STUDENTS WHO ARE PROFICIENT IN THE FOREIGN LANGUAGES CAN TAKE ALL OF THEIR COURSES IN THAT LANGUAGE.

ANOTHER MISCONCEPTION SHARED BY STUDENTS IS THAT A SEMESTER SPENT OVERSEAS MEANS THAT YOU WILL HAVE TO TAKE ANOTHER SEMESTER TO MAKE UP FOR THE SEMESTER CREDITS WHICH OTHERWISE WOULD HAVE BEEN TAKEN AT HOME. WHILE THIS MAY BE TRUE FOR STUDENTS IN HIGHLY SPECIALIZED SEQUENTIAL DEGREE PROGRAMS, IT IS GENERALLY NOT TRUE FOR THOSE STUDYING IN THE LIBERAL ARTS, HUMANITIES, OR BUSINESS. WITH PROPER PLANNING AND COURSE SELECTION, AS WELL AS PRIOR INSTITUTIONAL REVIEW OF COURSES, ALL, OR ALMOST ALL OF THE OVERSEAS CREDITS, ARE APPLICABLE TO MEET DEGREE CREDIT REQUIREMENTS, INCLUDING ELECTIVES. IN THE CASE OF CCIS, SOME OF THE SPONSORING COLLEGES ISSUE TRANSCRIPTS OR REPORTS TO CLARIFY THE COURSES AND CREDITS, IN ADDITION TO THE GRADE REPORTS ISSUED BY THE FOREIGN HOST INSTITUTIONS.

YET ANOTHER MISCONCEPTION IS THAT STUDY-ABROAD PROGRAMS ARE VERY EXPENSIVE. THIS IS NOT NECESSARILY SO, FOR WHILE SOME PROGRAMS ARE SOMEWHAT COSTLY, OTHERS ARE QUITE INEXPENSIVE. MEXICO AND LATIN AMERICAN PROGRAMS WILL COST LESS THAN $3,000 PER SEMESTER FOR EVERYTHING, INCLUDING TUITION, ROOM AND BOARD, AIRFARE, ETC WHILE PROGRAMS IN EUROPE CAN RANGE FROM $4,500 TO $7,000. PARTICULARLY FOR STUDENTS WHO ATTEND PRIVATE COLLEGES, TUITION

AND FEES FOR STUDY ABROAD ARE TYPICALLY LOWER THAN IF THEY REMAINED IN THEIR OWN INSTITUTION FOR THE SEMESTER AND/OR YEAR, INCLUDING AIRFARE COSTS. AT THE SAME TIME, PUBLIC INSTITUTIONS HAVE LOW TUITION AND HENCE THE OVERSEAS PROGRAMS WILL COST MORE. IN MAKING COMPARISONS, IT IS IMPORTANT TO COMPARE "APPLES" WITH "APPLES" - FREQUENTLY, ROOM, BOARD, TRANSPORTATION AND PERSONAL EXPENSES ARE NOT CALCULATED WHEN WE DESCRIBE COSTS FOR LOCAL COMMUTING STUDENTS.

LAST, BUT NOT LEAST IN THE CATEGORY OF STUDENT MISCONCEPTIONS IS THE EXPECTATION THAT CONDITIONS OVERSEAS WILL BE THE SAME AS AT HOME - AN ETHNOCENTRIC VIEW OF THINGS - HOUSING, FOOD, MORES, EDUCATIONAL SYSTEM - THERE IS A NEED FOR PROPER ORIENTATION AND COUNSELLING TO CUSHION "CULTURE SHOCK".

THE SECOND PART OF INTERNATIONAL EDUCATION WHICH I WISH TO DISCUSS MORE FULLY IS THAT OF INTERNATIONALIZING THE CURRICULUM. REGARDLESS OF THE MOTIVE - COMPETITION OR COOPERATION - TEACHING ABOUT THE LARGER WORLD SHOULD BE BECOMING A MOST IMPORTANT PART OF OUR EDUCATIONAL MISSION AND THE MISSION OF ALL FACULTY IN ALL FIELDS, AND NOT JUST THOSE THAT LEND THEMSELVES NATURALLY TO THE GLOBAL APPROACH.

IDEALLY, WE SHOULD PRESENT OUR STUDENTS WITH INTERNATIONAL PERSPECTIVES IN AS MANY AREAS OF THEIR STUDIES AS IS POSSIBLE, WITH INTERNATONALIZATION AS A COLLEGE-WIDE EFFORT RATHER THAN BEING CONFINED TO A SINGLE COURSE OR JUST ONE OR TWO DISCIPLINES. EVEN WITHOUT ADMINISTRATIVE SUPPORT OR ENCOURAGEMENT FROM COLLEAGUES, INDIVIDUAL FACULTY MEMBERS CAN INCREASE THE GLOBAL DIMENSION OF THEIR TEACHING.

NO BLUEPRINT OR PATTERN FOR DEVELOPING AN INTERNATIONAL THRUST EXISTS. HENCE, THE WISE ACADEMIC ADMINSTRATOR SHOULD FIRST CONCENTRATE ON PROVIDING SUPPORT TO FACULTY MEMBERS WHO ARE MOTIVATED AND WHO HAVE CLEARLY ESTABLISHED SKILLS AND CREDENTIALS IN INTERCULTURAL EDUCATION. OTHERS, WITH ENCOURAGEMENT, CAN GRADUALLY BE DRAWN INTO THE EFFORT. OBVIOUS STRATEGIES ARE THE DEVELOPMENT AND USE OF DISCIPLINARY AND INTERDISCIPLINARY MODULES WITHIN EXISTING COURSES. AN ENTIRE COURSE SYLLABI CAN BE REVISED IN THIS FASHION WHILE THE GENERAL FOCUS AND CONTENT OF THE COURSE CAN BE RETAINED. GOING BEYOND THIS, MAJORS OR SPECIALIZATIONS CAN BE REDEFINED, BUT THIS REQUIRES A COOPERATIVE TEAM EFFORT. AT YET A HIGHER LEVEL, IF THE ENTIRE "CORE" OR GENERAL EDUCATION CURRICULUM IS BEING REVISED AND REVITALIZED, THE INTERNATIONAL DIMENSION CAN BE INCORPORATED AS PART OF THE EDUCATIONAL EXPERIENCE FOR ALL STUDENTS, REGARDLESS OF THEIR PROGRAM.

FROM AN INSTITUTIONAL POINT OF VIEW, STUDY ABROAD PROGRAMS ARE NOT MONEYMAKERS - INDEED, THEY USUALLY COST IN TERMS OF ADMINISTRATIVE AND SUPPORT STAFF TIME, TRAVEL, ETC. BUT SUCH PROGRAMS MAY ATTRACT NUMBERS OF BETTER STUDENTS, CAN USE THE ENTRPRENEURIAL DRIVES OF SOME FACULTY MEMBERS, MAY ENHANCE THE EMPLOYABILITY OF THE STUDENTS INVOLVED, OFTEN LEAD TO INTERINSTITUTIONAL LINKAGES AND DO PROVIDE OPPORTUNITIES FOR INSTITUTIONAL AND STAFF RENEWAL. PERHAPS THE OVERRIDING ISSUE IS A PHILOSOPHICAL ONE - CAN THE COMMUNITY COLLEGE MISSION BE ATTUNED TO REALITY IF IT IGNORES THE INTERNATIONAL DIMENSION IN TODAY'S WORLD?

COMMUNITY COLLEGES ARE FACED WITH A BEWILDERING RANGE OF POSSIBLE ACTIVITIES IN INTERNATIONAL EDUCATION. AN ALMOST PARALYZING SET OF CHOICES FACE ANY COLLEGE EVEN WITHIN THE OBVIOUS AND TRADITIONAL ACTIVITY OF STUDY-ABROAD PROGRAMS. ADDED TO NORMAL CONCERNS OVER DIFFUSION OF MISSION, IMMEDIATE AND LONG RANGE COSTS, AND STAFFING, IS THE POSSIBILITY OF ADVERSE LOCAL OR STATE REACTION TO THE CONCEPT OF COMMUNITY COLLEGE INVOLVEMENT IN PROGRAMS ATTUNED TO MORE THAN LOCAL, REGIONAL OR NATIONAL PERCEIVED NEEDS. HENCE, WHILE SOME COMMUNITY COLLEGES AND GROUPINGS OF THEM HAVE BECOME VERY ACTIVE IN INTERNATIONAL EDUCATION IN A WELL-PLANNED, ADEQUATELY STAFFED AND SOUNDLY FUNDED WAY, MANY MORE HAVE GIVEN MERE LIP SERVICE TO THE IDEAS RATHER THAN MAKING A SUSTAINED COMMITMENT.

FOR ANY COMMUNITY COLLEGE OR DISTRICT TO HAVE A VIABLE AND EFFECTIVE INTERNATIONAL EDUCATION PROGRAM, REGARDLESS OF AFFILIATION WITH A CONSORTIUM OR NOT, IT NEEDS:

1. A STRONG COMMITMENT BY THE PRESIDENT AND KEY ACADEMIC LEADERS AND INTERESTED FACULTY.
2. A COMMITMENT FROM THE BOARD OF TRUSTEES VIA A SUPPORTIVE POLICY STATEMENT
3. INCLUSION OF INTERNATIONAL EDUCATION IN THE MISSION AND GOALS STATEMENT OF THE COLLEGE
4. A PROCESS FOR ONGOING INVOLVEMENT OF INTERESTED FACULTY AND STAFF
5. AN ADEQUATE STRUCTURE TO ADMINISTER, OR COORDINATE PROGRAMS AND RESOURCES, WITH QUALIFIED, KNOWLEDGEABLE PERSONNEL. A FULL-TIME DIRECTOR OF INTERNATIONAL EDUCATION, OR AT LEAST A FACULTY MEMBER WITH SUBSTANTIAL RELEASED TIME, WITH A VISIBLE OFFICE AND CLERICAL SUPPORT, IS ABSOLUTELY NECESSARY, AS ARE FUNDS FOR PUBLICITY, PROGRAM DEVELOPMENT AND SOME TRAVEL. THIS IS TRUE EVEN IF THE COLLEGE IS PART OF A CONSORTIUM AND DOES NOT ATTEMPT TO LAUNCH ITS OWN PROGRAMS
6. A GOOD PUBLIC INFORMATION SYSTEM TO KEEP INTERNAL AND EXTERNAL PUBLICS AWARE OF PROGRAM AND ACTIVITIES AND
7. PARTICIPATION BY COMMUNITY ADVISORY SUPPORT GROUPS.

IN CONCLUSION, COMMUNITY COLLEGES MUST ADOPT A GLOBAL PERSPECTIVE IF THEY ARE TO REMAIN RELEVANT TO OUR NATION'S PRESSING NEEDS FOR A WELL TRAINED AND BROADLY EDUCATION CITIZENRY AND WORK FORCE IN THE HACE OF A HIGHLY COMPETITIVE AND INTERDEPENDENT WORLD. THIS GLOBAL PERSPECTIVE MUST BE REFLECTED IN A WELL ARTICULATED PROGRAM REFLECTING THE KEY FACETS OF AN EFFECTIVE INTERNATIONAL EDUCATION THRUST WHICH IS AN INTEGRAL PART OF THE TOTAL MISSION OF OUR INSTITUTIONS.



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